

the bullet

mary washington college

p.o. box 1115, fredericksburg, virginia

Open letter to a nation of students

To all American Students:

The student movement has been a major force responsible for creating majority anti-war sentiment in this country. In 1965 when they told us that this was "the first consensus war in American history," it was students who organized teach-ins to question that consensus. In 1966 and 1967 it was students who helped shatter that consensus.

It was students who organized the first mass marches which have involved other sections of society in active opposition to the war. Today, 65 per cent of the American people believe that the war is immoral—in large measure because of the work of the student anti-war movement.

The only thing that stands between majority

anti-war sentiment and majority anti-war action is a lie—the lie that the war is winding down. The facts are that the bombing is heavier than ever before and Nixon plans to leave a residual force of American GI's in Vietnam indefinitely. In the first three months of 1972, Nixon has sent more bombing raids against North Vietnam than in all of 1971.

The student movement must take the lead in exposing Nixon's lies. Nixon, the man responsible for the invasion of Cambodia and Laos, would like nothing better on this election year than to point to the campuses of America and say, "I have silenced anti-war dissent." America is united behind my plans for peace."

Nixon has incredible resources at his disposal—

free TV time, crack public relations teams, and millions of dollars.

All we have are the meetings we can organize, the leaflets we can pass out, and the mass demonstrations we can build.

But then, Nixon has to maintain the most ambitious network of lies the world has ever seen. All we have to do is tell the truth about Vietnam.

The decisive majority now oppose the war. By united massive actions by the anti-war majority we will end the war.

HELP US TO TELL THE TRUTH!

Endorsed by 135 student body presidents, college newspaper editors, and presidential candidate support groups, in response to the new escalation of the Indochina war.

Caught with his pants down

Political power often seems to lose its legitimacy when it is apparently at its very height. It is at the greatest extent and power of a regime, nation or empire that it often suddenly collapses through sheer loss of belief in it.

KENNETH BOULDING

"But I want you to know that we are going to record sometime the history of this time, and in that history it is going to be one of the most exciting periods in all the history of man—the landing on the moon, those three brave men who landed there. But also out here in this dreary, difficult war, I think history will record that this may have been one of America's finest hours, because we took a difficult task and we succeeded."

Richard M. Nixon, July 30, 1969

"Let us be united for peace. Let us also be united against defeat. Because let us understand: North Vietnam cannot defeat or humiliate the United States. Only other Americans can do that."

Richard M. Nixon, November 3, 1969

"Vietnamization is a program to strengthen the ability of the South Vietnamese Government and people to defend themselves. Tangible progress has been made toward strengthening the South Vietnamese armed forces. Vietnamization also involves expansion of the pacification program. To date, the pacification program is succeeding."

Richard M. Nixon, February 18, 1970

"South Vietnam now has an excellent opportunity not only to survive but to build a strong free society."

Richard M. Nixon, February 25, 1971



"Our withdrawal program, our Vietnamization program, is a success."

Richard M. Nixon, March 4, 1971

"This war is ending. In fact, I seriously doubt if we will ever have another war."

Richard M. Nixon, March 8, 1971

"I am certain a Gallup poll would show that the great majority of the people would want to pull out of Vietnam. But a Gallup poll would also show that a great majority of the people would want to pull three or more divisions out of Europe. And it would also show that a great majority of the people would cut our defense budget. Polls are not the answer."

Richard M. Nixon, March 8, 1971

"I can assure you that my words are those of a devoted pacifist."

Richard M. Nixon, March 8, 1971

"I implemented a plan to train and equip the South Vietnamese; to withdraw American forces; and to end American involvement in the war just as soon as the South Vietnamese had developed the capacity to defend their country against Communist aggression. Consequently tonight I can report that Vietnamization has succeeded."

Richard M. Nixon, April 7, 1971

"The level of enemy activity has not been as great as it was, due to the fact that the enemy doesn't have the punch it had. Cambodia took a great deal out of the enemy's punch. Laos took a great deal out of its punch. And in addition to that, those torrential floods have made it difficult for the enemy to be as effective in its attacks as it was previously."

Richard M. Nixon, November 12, 1971

"Vietnam will not be an issue in the campaign as far as this Administration is concerned, because we will have brought the American involvement to an end."

Richard M. Nixon, December, 1971

"Some of our citizens have become accustomed to thinking that whatever our Government says must be false; and whatever our enemies say must be true, as far as this war is concerned."

Richard M. Nixon, January 25, 1972

EDITORIAL

With threats of subsequent extinction hanging over our heads, who can deny the fact that the environment issue is of great importance? Who, after all, is in favor of pollution?

However, the ecology issue is too easy. It is too straight, and it is too "in". It is easy because it is so impersonal. We can attend a few lectures and sit back and let the scientists solve the real problems of pollution. Or we can martyr ourselves by picking up litter on the highway for an hour, priding ourselves on the fact that we've done our part.

It is difficult to be fully involved with but one issue. And we are all faced with a much more serious problem than pollution from without. Pollution from within is the real problem.

Lives of Blacks have been polluted for 300 years. The air they breathe is not only smog-filled, but full of hate and racial prejudice.

Thousands of people have died in Vietnam of pollution. It wasn't the water they drank, but the polluted minds and a polluted

war that killed them.

This kind of pollution is more personal, more serious, and harder to fight. For there are no instructions to follow or lectures to attend. Yet this pollution from within is the real issue to which we must direct ourselves. Because this is the pollution which will ultimately destroy us.

Legend has likened the world to the worm Ouroboros who eats its own tail, therefore existing by continuously devouring itself. Can this type of world be saved by cleaning up only its external environment?

L.C.
This editorial appeared in the BULLET exactly two years ago. It coincided with the first Earth Day and the first massive anti-war demonstration based in Washington, D.C.

It is appropriate at this time to reprint the above editorial, not to show that things haven't changed, but rather to show that things have changed alot. Thanks to President Richard Nixon, Earth Day has officially been expanded to an entire Earth week. Thanks also to Nixon, the Vietnam War has been expanded to a total devastation called "winding down the war through escalation and bringing all our boys home, even if they come home in pieces and in boxes."

Alot of things have changed about the anti-war activists also. Their ranks have grown, their activity has lessened.

As I write this, four students sit outside in Ball Circle around a make-shift cross over an American flag. And why should there be any more? 500,000 in front of the White House didn't do any good two years ago. 2200 in Ball Circle won't do any good now. All we can do is keep reminding ourselves and others that it is still happening and that the answers that are so easy to people who care become increasingly more difficult the higher we take them to those who don't care.

Politics have become less pure, the solutions have become more complex, our alternatives have started to resemble each other in the political arena, and the anger has become silent.

This silent anger is our hope. For anger may remain silent but it never remains dormant. And silent anger is usually violent anger. And they have shown us that violent anger unfortunately, is effective anger.

In considering Earth Week, there seems but one solution to the problem of cleaning up this world. And that is to get Nixon and his militaristic friends out of it. Until then, we can only adjust ourselves to living and dying in a world of common filth.

feedback

Johnson criticizes academic imbalance

To the Editor:

Only in the devastatingly irrational environment of an academic community would one find the introduction of a Statement of Rights and Responsibilities (which incorporates the same rights as already guaranteed by the U.S. Constitution) for adoption by the faculty and other segments of this community. One would not find members of the Viscose industrial community, or the downtown business community, or the Westwood residential community even remotely considering the necessity for acting on a statement of rights which included rights that are already theirs.

The academic community might best be described as a Medieval Monstrosity. It contains all of the elements which would only be found in a dictatorial, authoritarian or closed community—a community totally unlike other societal communities which exist in a free society.

The very existence of such matters as student government, an honor system, academic freedom, tenure, etc., all of which are missing from a rational community operating to allow voluntary interrelationships among its members, should vividly point out the incredibly distorted nature of the academic community.

Who ever heard of a group of customers (which is what students are in the academic system) finding it necessary to band together to form a government? Where else in society does one hear of a special type of freedom of speech (except in regards to freedom of the press, which is redundant where freedom of speech exists) comparable to academic freedom? Does one hear of industrial freedom or business freedom (referring to the right of members of the industrial or business communities to freedom of speech)? The reference to special categories of freedom of speech is absurd in a free community, which the academic community is not!

What rationally operated business concern would ever consider giving an individual a permanent position for life (up to age 65)—that is tenure—after a few years of trial? What community would ever find it necessary to establish an honor system in addition to the laws of society governing stealing and fraud except a community which operates on the principle of force, a community composed of a few privileged individuals (faculty and administrators) and many victims (students), a community operated in a dictatorial manner—

the academic community.

The entire operation of the academic community is backwards. Instead of the professors (employees in the system) evaluating the performance of the students (the customers and the indirect employers of professors) and determining a grade, it is the students each individually, who should be evaluating the professors and determining whether or not they are getting their money's worth for the service (instruction) for which they are paying. Instead of the faculty determining what they think the students should study and proceeding to set up required courses and requirements within a course, it is the paying customer, the student, who should individually determine what he or she wishes to learn and what portions of the material studied are of value and worth learning, without being subject to any form of threat or intimidation (such as a low or failing grade).

The practice of granting degrees and evaluating students began with the medieval university at a time when both the state and church had almost full control over the lives of the individual. This heinously immoral practice of grading and granting degrees is still extant today thus leaving the minds of the young in an environment which is inimical to learning and brings about incalculable mental distortion and debilitation.

Wherever there is the existence of a community in which voluntary interchange among its members is absent—where certain segments of the community hold authoritative power while other segments are dominated by them—there inevitably comes about a struggle to see who will control whom. Today

we see the educational community in the throes of struggle with each faction attempting to gain or retain power. One constantly hears of student power, faculty power or administrative power as these three basic segments of the academic community battle it out.

If this struggle is ever to end—if a rational and moral academic community is ever to come into existence—the implements of authority, the grades and degrees, must be eliminated. With these medieval torture tools wrested from the hands of professors and administrators students would no longer find it necessary to work for a grade in a course, but could devote their time to learning. With the absence of degrees, students could concentrate on developing their minds and broadening their intellectual proclivities—they could devote their time to studying what they wished when they wished to study it—they could work in pursuit of their own interests, at their own rate of speed without fear of intimidation or reprisals as they cultivate their own individually unique minds.

Only in the academic community would one find the introduction of a proposal to agree to the establishment of rights (which have NOT been established by the acceptance of the Statement of Rights and Responsibilities by the members of this, or any other, academic community). But rights only exist in a community where freedom exists—where voluntary interaction of its members is operative, where individual freedom of choice, which is the essence of freedom, is possible. Since the academic community is a non-free community the concept of rights is absent from this environment. Whatever "rights"

by Afro-American Club

When you were Black and Young

What is the Black Person?

When you were Black and young; did you ever wish you were white?

Did you ever wish you were rich and well-to-do like the white folks?

Did you ever wish you could go to fancy places and wear fancy clothes like the white folks?

When you were Black and a teenager, did you ever wish you and your date could go to some really nice places?

Did you ever wish you could get into a really good college?

Did you ever wish you could live a life of luxury and never work?

Now that you are Black and older, you look back at these things and laugh.

You realize that being white isn't everything because Black is you.

If someone asked you what is the Black person.

Would you say a person with dark skin, or would you say a person who feels Black at heart?

There are people many shades of brown who say they are Black.

Just what do they mean?

From observation you could assume a person is Black if he feels it in his heart.

But what about outward appearances?

If a light brown person told you "I am Black," you would be confused.

Just what is the Black person?

Is it all in his mind or is it really something there?

I guess you could come up with the conclusion "that Black is as Black does."

"Entertainment for Elizabeth"

In Elizabethan and early Stuart England the masque was a type of theatrical performance at court and in great households on festive occasions, especially in honor of a high-ranking guest. In form the masque resembled a pageant rather than a drama. Unified by an allegorical or mythological concept the masque presented, in poetry, song and dance, a progress from the chaos caused by the absence of some virtue to the triumphant vindication of that virtue and often to a glorification of the monarch who embodied it.

As its name suggests, the masque centered around the masked or "vizarded" dancers; titled performers whose dancing transformed into the beauty of motion the philosophy the poet had expressed in the beauty of his lines. Dances performed for the dramatic portion of the masque ranged from processional dances at the beginning and end, to disorderly dances done in the time of chaos, to elaborate patterned dances intended to celebrate the triumph of virtue by showing forth the beauty of design in an orderly world. The revels interrupted the theatrical part of the masque to bring the audience into the allegorical context as partners of the performers, with stage dancers and audience joining in the social dances of the day.

"An Entertainment for Elizabeth" sets out to re-create the splendor of such a private masque as it might have been performed in honor of Queen Elizabeth I nearly 400 years ago. Since an authentic Elizabethan masque text would have required undue explanation to clarify the topical allusions for a modern audience, the American poet John Hollander was commissioned to write a text after the manner of an Elizabethan masque.

The text of "An Entertainment for Elizabeth", like its models, uses the allegorical framework

and the contemporary references in the service of a neo-Platonic ideal of order and beauty. All other aspects of "An Entertainment for Elizabeth" are as accurately Elizabethan as modern scholarship can make them, presented with the care for continuity and dramatic immediacy that has become a hallmark of New York Pro Musica productions.

"An Entertainment for Elizabeth" will be presented Thursday, April 27, 8:00 p.m., in G.W. auditorium.

Phi Beta Kappa nominees

The following students have been nominated by Kappa Chapter of Phi Beta Kappa at MWC for membership in the nation's oldest honorary scholastic society:

Suzanna McBride Smith (Psychology)
Shirley Lorraine Cross (American Studies, History)
Deborah Edith Hart (History)
Frances Vincent Hickson (Classics)
Mary Katherine Bradford (English)
Nancy Jane Gabocy (Mathematics)
Susan Patricia Tracy (Biology)
Susan Nelle Szpara (Pre-medical Science)
Deborah Bradford Thoens (Studio Art)
Martha M. Master (English)
Claudia Ann Sholar (Political Science)
Patricia Marie Kewer (Geography and Geology)
Dale Caryn Eberwein (American Studies)
Barbara Phyllis Friedman (Chemistry)
Robin Des Jardin (Psychology)
Tucker Anne Roane (Medical Technology)
Roberta Noyes Tuttle (Speech Pathology and Audiology)
Elizabeth Gayle Lewis (Biology)
Karen Jean Harwood (Political Science)
Mary Darden Camp (Spanish)
Theresa Carroll (Art History)
Sondra Lee Turner (English)

ACLU seeks to improve courts

by Suzanne Daskam

In order to facilitate the elimination of long standing violations of personal liberties, the American Civil Liberties Union of Virginia has directed a new "court watching" project aimed at the County and Municipal court systems.

The County and Municipal Courts are the tribunals which citizens are most likely to encounter. These include juvenile courts and justices of the peace. According to the ACLU, the County and Municipal Courts are courts of law, but not of justice.

Features of the present County Court system include denial of counsel for the indigent accused; lack of trial transcripts, denial of jury trials, non-access to public records, sentencing often based upon class, race, or sex of defendants, and, frequently, unfit judges.

The project of court watching is designed as an attack on these conditions, providing the individual to exercise his right to enter the courts and observe the system.

The ACLU provides all those interested in the project with court watcher's reports enabling the individual to make informed observations of the workings of the court and gather important data about patterns of justice in the community.

The ACLU hopes that the presence of an informed and concerned citizenry in the courts will impress the judges with the vital importance of dispensing equal justice with the widespread public desire that our courts function equitably and correctly.

If anyone is interested in serving as a court-watcher or desires additional information on the project, contact Linda Cayton, ACL 104, ext. 393.

exist are really privileges granted by authoritative figures to members of the community, "rights" which can be withdrawn at the whim of those in power.

With the demise of grades and degrees will come about the possibility of the establishment of a free academic community, where, for the first time in the history of education, the rights which belong to all men, of all ages, in all communities, will become a reality.

Thomas Johnson

Students score campaign

To the editor:

With regard to the recent Student Association campaign and election, we, the undersigned, would like to throw out a few thoughts and comments for consideration.

First, it is sad and all-too-unbelievable that an incident that is inconsequential in the long run should have such a devastating effect on the personal lives of those involved. That this same incident should destroy friendships. That these events should make a casual hello, a painful encounter. That a difference of opinion should be taken as a personal affront. That a decidedly overrated issue should be transformed into one of tantamount importance.

We feel that this pettiness, resulting from a misunderstanding of certain facts and opinions, is beneath the dignity of a supposedly adult community. We are not accusing any one person or group. We are accusing everyone—including ourselves!

We do not know if this alleviates the present situation in any way. We do hope that it helps to relieve some tensions. It has relieved ours!

Signatures withheld upon request.

—Ed.

Honor Council presents poll

To the Editor,

In reference to the recent Honor System polls, the results of which were published, the Honor Council wishes to inform the student body of a recent decision.

On behalf of the Honor Council, may I take this opportunity to thank those students who returned the polls. We have worked hard this

year, trying to elicit student opinion on several important issues concerning the Honor System. We promised you that we would investigate any specific recommendations or significant changes suggested by the poll. The Honor Council points out once again the three main issues which raised considerable controversy: 1) the penalty of absolute dismissal, 2) further specific punishments for violations, and 3) assignment of the pledge to written work. These three issues are obviously the ones which students feel need to be changed, further explained, or done away with.

We, as your elected representatives, remind you that the success and workings of the Honor System are in your hands; you have the power of amendment to the present Constitution. The Honor Council feels that, should the students deem any changes mandatory, it is now their obligation to present them to the Honor Council and other members of the academic community. We have done more than our share in raising the issues—it must now be your institute changes or suggest defined proposals.

We have ideas and opinions on each of the issues; if they are important enough to the student body, you will ask us, and begin to work yourselves for the Honor System in which, once again you have affirmed your faith.

Barbara Barnes

Reader praises concern

To the Editor:

I have been impressed by the letter of thanks to the people of Fredericksburg written in behalf of the members of the Physical Therapy Club and appearing in the FREE LANCE-STAR of April 18. Not only is the amount collected by the club, \$870, impressive, but also the object of the club, to support with these funds a Muscular Dystrophy drive. Even more admirable to me are the efforts behind the campaign. The weekend of April 7 and 8 were indeed "foul weather." I had occasion to go to the Park and Shop shopping center Saturday morning, and, in all the cold and rain, there on a platform stood two individuals faithfully broadcasting their appeals with good-natured persuasion. It is heartening to know that their contribution was so well rewarded.

Barbara Alden

Blinn claims staff closed

To the Editor:

You seem to be getting a lot of letters from disgruntled students and faculty. Congratulations. I can picture you all sitting around at a Bulletin meeting right now—you will have smug expressions on your faces as you laugh off these letters and say that if people have so many gripes about Bulletin articles, why don't they come and write for the staff themselves. After dismissing students who don't write for the staff with a few words of scorn, which you so aptly use, you take their lack of participation as license to continue filling the Bulletin with the same old tripe.

My advice to those non-writing people is to stay away. More than this once I have sent in information on music department activities are only once it has been published. I know that you can say that there was no room in the paper for my contributions, but if you took out some of the filler press releases, you would have plenty of space. If you left the press releases to the daily newspapers and wrote more about campus activities, you would have something that would be less dull and objectionable to the readers. Your current attitude is certainly not going to get you a larger staff.

Judith Blinn

Although copies of the BULLET are distributed to students on Monday of every week, the editors are responsible for submitting all copy to the printer by Thursday of the preceding week. In some cases, when stories are assigned or when the editor has been requested to do so, space for additional material can be held an extra day. There must be some prior knowledge however, that a story will be submitted. All of the stories mentioned in the above letter, were submitted unsigned, after the deadlines, and left, without explanation, in the BULLET office. The BULLET staff welcomes all contributions to the newspaper. If anyone cares to submit a story on any activity, please contact one of the editors. We assume no responsibility for searching for stories which have been slipped under the door or left on one of the desks.

—Ed.

THEATRE LIBRE will present an original play by Handy Moomaw in conjunction with the playwriting class and the more courageous martyrs of the acting class Thursday, April 27, 6:30 p.m., in Studio 13. Everyone is welcome to attend. No donations. The group's funds will be distributed at the door.

WANTED: two students to sublet apartment near campus over summer. Call Betty or Ginnie, ext. 507.

FOR RENT: Bragg Hill Town House, Mid June to mid August. Ideal for 3 or 4 summer school students. \$175 per month (pro rated and utilities). Call Ext. 204 or 371-3634.

ABORTION: Information and Counseling. Kathy Duley. Ext. 446.

POPULAR SINGER is looking for girl pianist or guitarist to entertain servicemen in hospital. Volunteer basis only. Some knowledge of popular music required. Contact: Musician. c/o Bullet. Box 1115 College Station.

WANTED TO BUY: Girl's 26" bike. Contact Carlene Newbill. 373-1847.

WANTED: Student looking for 3 speed or 5 speed bicycle, second-hand. Willing to buy, or perhaps rent for the summer. Contact Marianne Schwartz, Ext. 413.

FOR SALE: Pure bred Siamese kittens. Some ready to go now and others ready for your vacation. Contact Singh at 373-0436.

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Lv. Fredericksburg . . . 5:15 P.M.
Ar. Washington . . . 6:30 P.M.

Lv. Fredericksburg . . . 5:15 P.M.
Ar. New York . . . 10:57 P.M.

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